

High Tunstall College of Science Curriculum Intent

Subject: Food & Nutrition Year: 9 Autumn term (COVID)



Topic: Food safety and hygiene, nutrients, food science investigation and a range of cookery skills (Covid)

	Food and Nutrition	Progress		
Topic	Key ideas	R	A	G
Food safety and hygiene, Nutrients and cookery skills	I can describe why food safety and hygiene is important when working in the food kitchen (i.e. routines in place, bacteria removal, cross contamination when handling raw meat)			
	I can explain the macro and micro nutrients and their functions for the body including a range of food groups			
	I can demonstrate excellent and safe cookery skills including kneading, shaping, and baking			
	I can explain the terms kneading, proving, fermentation, and dextrinization			
	I can describe and explain functions of ingredients used and include sensory qualities to help describe			

Lesson	Learning Focus	Assessment	Key Words
1 & 2 & 3	Can you explain what a macro and micro nutrient is? Can you name each nutrient and explain the functions of them in the body? Can you identify food sources of specific nutrients? Can you explain the effect on health of excess or deficiencies of the key nutrients?	ILO: 4 tasks available to complete (one per week) Pen Formative questioning Green pen	Macro and micro nutrient, function, food groups, healthy tips, healthy eating, Eatwell guide, Carbohydrate, Protein, Vitamin, Mineral, Fats, Saturated, Unsaturated, Balance
4	Can you identify issues associated with diets high in fat, salt, and sugars? Can you advise others how to make changes to follow a healthy, balanced diet?	Formative questioning	Health, Balanced diet, Fats, Saturated, Unsaturated.
5 & 6	Can you demonstrate good food hygiene and safety practice? Can you explain the function of ingredients within bread? Can you explain the functions of cookery methods used within breadmaking? Can you describe the conditions yeast needs to successfully activate? Can you follow a recipe and method with accuracy and precision to produce a quality product?	Formative questioning	Bread, Dough, Yeast, Rise, Prove, Fermentation, Carbon Dioxide, Dextrinization, Kneading, Shaping, Function
7	Why is food safety and hygiene important? Why are disinfectant and detergents used? How can we ensure good personal hygiene within the kitchen?	Formative questioning, live marking and green	Safety, hygiene, disinfect, detergent, bacteria, yeast, warmth, moisture, nutrients, time, gluten
8	Can you answer questions using the command words and marks available to guide you? Can you work under exam conditions?	Test and tasks to follow to aid improvement.	Test, assessment, feedback.

High Tunstall College of Science Curriculum Intent

Subject: Food & Nutrition Year: 9 Spring Term (LOCKDOWN)



Topic: Food origins and provenance/Functions of ingredients (Lockdown)

	Food and Nutrition	Progress		
Topic	Key ideas	R	A	G
Food origins and provenance/ Functions of ingredients	I can describe how some foods are produced i.e. their origin and processing			
	I can explain the terms Food provenance, Food Miles, and Seasonality.			
	I can explain the terms aeration, coagulation, dextrinization.			
	I can describe and explain functions of ingredients used in specific recipes.			

Lesson	Learning Focus	Assessment	Key Words
1	Can you explain how at least 3 different foods are produced? Can you identify their origin? Can you identify any specific processing requirements?	Q&A, Videos through Food a Fact of life website, Work emailed in– descriptive writing,.	Food Origin, Source, Grown, Caught, Reared.
2	Can you explain the term food provenance? Can you identify the foods that are Grown, Caught, or Reared and their source? Can you explain the term food miles and give reasons to reduce ours? Can you make links between seasonality and food miles?	Q&A, Work emailed in—note taking.	Food provenance, Food source, Origin, Food Miles, Seasonal, Seasonality.
3	Can you explain the terms Aeration, Coagulation and Dextrinization and make links to the Cupcake and Pancake recipes? Can you identify ingredients and their function in the recipe? Can you reflect on the nutritional content of the recipe with links to the Eatwell Guide?	Q&A, Demonstration video, work emailed in—notes and questions.	Nutrition, carbohydrate, Function, Eatwell Guide, Aeration, Coagulation, Dextrinization.
5	Can you answer questions using the command words and marks available to guide you? Can you work under exam conditions? Can you reflect on your progress and set targets for development?	Test and tasks to follow to aid improvement.	Test, assessment, feedback.

High Tunstall College of Science Curriculum Intent

Subject: Food & Nutrition Year: 9 Summer Term (COVID)



Topic: Food safety and hygiene, nutrients, food science investigation and a range of cookery skills (Covid)

	Food and Nutrition	Progress		
Topic	Key ideas	R	A	G
Food safety and hygiene, Nutrients and cookery skills	I can describe why food safety and hygiene is important when working in the food kitchen (i.e. routines in place, bacteria removal, cross contamination when handling raw meat)			
	I can explain the macro and micro nutrients and their functions for the body and apply this to food products			
	I can demonstrate excellent and safe cookery skills including kneading, shaping, and baking, rubbing in and presentation skills			
	I can explain the terms dextrinization, caramelisation, coagulation			
	I can describe and explain functions of ingredients used and include sensory qualities to help describe			

Lesson	Learning Focus	Assessment	Key Words
1 & 2	Can you demonstrate good food hygiene and safety practice? Can you follow a recipe and method with accuracy and precision to produce a quality product? Can you explain the function of ingredients within bread and how can these be adapted to make other products (pizza)? Can you demonstrate how a product can be incorporated into a meal plan for a specific diet?	Practical product, photographs, Q&A, ILO	Yeast, Kneading, Quality control, Safety, Hygiene, Crust, Toppings, Oven baking
4 & 5	Can you explain the creaming and folding method? Can I explain how dried fruits are preserved? Can you explain how to adapt a recipe for a healthier diet?	Practical product, photographs, Q&A, ILO	Creaming, folding, dried fruits, functions of ingredients, nutrients, Dextrinization
6 & 7	I can explain how to prepare a range of vegetables safely using the bridge and claw hold, a grater and a knife. I can create a quality pasta bake, I can evaluate the sensory areas and suggest ways to improve the sensory areas	Practical product, photographs, Q&A, ILO	Bridge/claw, Slice/dice, Peel Grate, Boil/use of the hob, Oven bake, Season, Herbs, Special dietary requirements
8 & 9	I can explain the rubbing in method and how this helps achieve a short, crumbly texture. I can demonstrate your ability to work within a pair to produce a quality controlled product, I can discuss how this recipe can be adapted for special dietary requirements such as coeliacs disease	Practical product, photographs, Q&A, ILO	Rubbing in, Fats, Shortening, Texture, Coeliac, dextrinization, caramelization, coagulation
10 & 11	Can you answer questions using the command words and marks available to guide you? Can you work under exam conditions? Can you reflect on your progress and set targets for development?	Test and tasks to follow to aid improvement.	Test, assessment, feedback.